



Newton International Academy, Barwa

SMSC Policy (EYFS)

*An International Community of Learners,
Striving for Excellence and Celebrating
Success*



NEWTON
INTERNATIONAL
ACADEMY | **BARWA**

Vision

An international community of learners striving for excellence and celebrating success.

Mission

We aim to provide the highest quality of education possible for students of all abilities. In doing so, we aim to positively encourage each student to achieve academic excellence at their level, enjoy creative diversity, develop critical thinking skills and become lifelong learners and responsible citizens.

To achieve this, we will provide a diverse education in a safe, supportive environment that promotes self-discipline and motivation. We will provide and maintain a calm, trusting and caring atmosphere where teaching and learning are meaningful and developed. We will work in partnership with our staff, students, parents and wider community to achieve our vision.

Newton Group Values



Aim

The aim of this policy is to ensure that Spiritual, Moral, Social, and Cultural (SMSC) education is embedded across the EYFS curriculum and wider school life, supporting the holistic development of every child in the Foundation Stage.

Rationale

- Spiritual, Moral, Social, and Cultural (SMSC) development is essential to a well-rounded early years education. It supports young children in understanding themselves, their responsibilities to others, and their role in the wider world. At Newton International Academy Barwa, SMSC education underpins our EYFS ethos and is integrated across the curriculum, circle times, enrichment activities, and everyday interactions.
- This policy is necessary to ensure that SMSC is delivered in a consistent, meaningful, and inclusive way. It reflects our commitment to nurturing respectful, thoughtful, and compassionate young learners who demonstrate integrity, empathy, and an appreciation for diversity. The policy also ensures compliance with DfE guidance and international standards, supporting children's personal development and preparing them to contribute positively to society.

Overview

NIA is a school where children say they are listened to and everyone is known as an individual. The principles of cooperative learning and the values of co-operative education are used consistently so that young learners are comfortable with working together in groups throughout the school day and are tolerant of one another. When children join NIA they join a family, where ethical values – honesty, openness, social responsibility and caring for others – underpin relationships. As a result, each member of the school community is treated as an individual and takes responsibility for their own and others' learning, behaviour and wellbeing.

Defining Spiritual, Moral, Social and Cultural Development

The spiritual development of children is shown by their:

- Ability to begin exploring their own feelings, sense of wonder, and curiosity about the world around them
- Sense of enjoyment and fascination in learning about themselves, others and the natural world
- Use of imagination and creativity through play and expressive arts
- Willingness to reflect on their experiences through stories, circle time and role play

The moral development of children is shown by their:

- Ability to begin recognising the difference between right and wrong through simple, real-life situations
- Understanding of the consequences of their behaviour and actions on others
- Interest in talking about fairness, kindness and empathy in age-appropriate contexts

The social development of children is shown by their:

- Use of a range of social skills in different contexts, for example working and playing with other children, including those from different cultural and linguistic backgrounds
- Willingness to participate in group activities, cooperate with others, take turns and resolve simple conflicts
- Emerging acceptance and engagement with the values of mutual respect, sharing, and kindness



The cultural development of children is shown by their:

- Growing understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- Willingness to participate in and respond positively to artistic, musical, creative and cultural opportunities
- Interest in exploring and showing respect for different faiths, traditions, festivals and cultural diversity as shown in their play and interactions

The EYFS Curriculum and SMSC

The EYFS curriculum is planned and designed so as to:

1. Enable children to develop their self-knowledge, self-esteem and self-confidence through positive relationships and enabling environments.
2. Enable children to begin to distinguish right from wrong and to understand the expectations of the setting and the world around them.
3. Encourage children to accept responsibility for their behaviour, show kindness and to understand how they can contribute positively to their classroom community.
4. Enable children to develop an early awareness of the world around them, including different communities and ways of life.
5. Encourage respect for other people's culture and develop an understanding that different people have different beliefs and traditions, all of which are valued.
6. Foster an understanding of fairness and begin to develop an appreciation of how rules keep us safe and happy.
7. Foster a sense of wonder, curiosity and awe about the natural world and the diversity of life and experience.

Achieving the Aims

Enable children to develop their self-knowledge, self-esteem and self-confidence

The purpose of this aim is to ensure that NIA does all that it can to help young children develop into self-assured, confident, happy, positive learners. Children should be given opportunities to express their feelings, share their ideas and be celebrated as individuals.

NIA will develop these traits through morning circle times, star of the week celebrations, show-and-tell, achievement sharing with families, and through play-based activities that build confidence and independence.

Philosophy for Children (P4C) will be introduced in an age-appropriate way, allowing EYFS children the opportunity to begin developing early critical thinking and questioning skills. Awe and wonder experiences, story-led discussions, visits, and themed events provide a rich range of meaningful experiences.

Character Education is embedded in daily circle times and classroom discussions, where children explore virtues such as kindness, respect, sharing, and empathy. These virtues are modelled by adults and celebrated regularly across the EYFS.

British Values and Global Citizenship

Through SMSC, NIA promotes democracy, the rule of law, individual liberty, mutual respect, and tolerance. In EYFS, these values are introduced through age-appropriate activities: class voting on activities, golden rules, understanding our rights and responsibilities, and exploring the world through stories and cultural celebrations. Children learn to appreciate diversity while developing a sense of identity and belonging.

EYFS and SMSC

In the Foundation Stage, SMSC development is encouraged through play-based learning, structured circle times, story-led discussion, and role-play activities. Children begin to explore the ideas of right and wrong, fairness, empathy and kindness. Teachers use real-life scenarios to prompt moral reasoning and support children in developing early social and emotional regulation. Spiritual development is nurtured through awe and wonder activities linked to nature, festivals, and reflective storytelling.

SMSC in the EYFS is woven throughout all seven areas of learning and development:

- Personal, Social and Emotional Development (PSED) is the primary vehicle for SMSC in EYFS, developing self-regulation, building relationships, and managing self.



- Communication and Language – children explore values, feelings, and perspectives through dialogue, stories and discussion.
- Literacy – stories and texts introduce themes of fairness, diversity, emotions and community.
- Mathematics – collaborative problem solving builds social skills and appreciation of different approaches.
- Understanding the World – children explore their own community and cultures near and far, including celebrations, places of significance, and people who help us.
- Expressive Arts and Design – children express their spiritual and emotional responses to the world through art, music, movement and imaginative play.

Enable Children to Distinguish Right from Wrong and to Respect Civil and Societal Expectations

We expect children to begin to understand that while different people may see things differently, we all have responsibilities to treat each other with kindness and respect.

Children will be encouraged to develop their own moral sense and to understand the impact of their actions on other people. Raising awareness through circle time of the importance of developing and showing empathy, respect and caring for one another will be given a high priority.

NIA will take steps to ensure that where broader social questions are introduced (e.g. through stories or current events), they are presented in a balanced, age-appropriate, and reassuring way.

Encourage Children to Accept Responsibility and to Understand How They Can Contribute Positively to Their Community

NIA has a duty to nurture in young children a sense of self-responsibility – to become increasingly independent as they grow and develop, while knowing the value and importance of making a positive impact on the lives of those around them.



This aim is closely aligned with the school's Positive Behaviour Policy, which promotes restorative practices, empathy, and child accountability. Children are encouraged to reflect on the consequences of their actions and to repair relationships through supported dialogue and play-based restorative activities.

Children will be provided with opportunities to support their class community and engage in school-wide events such as the Ramadan Charity Box appeal, the Qatar National Diabetes Walkathon, and numerous projects linked to Qatar National Vision (QNV) 2030, adapted for EYFS.

NIA promotes responsibility through collaborative play, group projects, and activities at outdoor education settings that develop self-confidence, teamwork and initiative.

Institutions and Services in Qatar

NIA has a duty to begin educating young children about the world they live in – how communities are structured, how people help each other, and how they relate to children and their families.

In EYFS, activities such as exploring roles of community helpers (doctors, teachers, firefighters), themed play, and age-appropriate stories can enhance children's understanding in this area.

Visits and visitors relevant to EYFS – such as community helpers coming into school and local area walks – allow children to observe, explore and develop curiosity about their community in Qatar

Encourage Respect for Other People's Culture, Religion and Traditions

The EYFS curriculum provides rich opportunities to learn about the culture of Qatar, the UK and a range of other countries through stories, celebrations, food, music and art. Children are encouraged to treat all faiths, races and cultures with respect.

Teaching has a positive and joyful aspect, preparing young children to interact with curiosity and respect towards people of different cultures and faiths – laying the foundation for collaborative, global citizens.

NIA celebrates an annual International Day as well as Qatar National Day and views the diversity of our EYFS children and their families as a key strength and source of richness in our learning environment.



Encourage Respect for Fairness and Participation

The EYFS curriculum is designed to provide age-appropriate opportunities for children to understand that their voice matters. Through voting on class activities, making group decisions, and taking on small leadership roles (e.g. line leader, snack helper), children develop an early understanding of fairness and democratic processes.

We also want children to appreciate that living by agreed rules and expectations keeps us all safe and happy in our community.

NIA will be pro-active in ensuring that all children within the EYFS have a voice that is heard and listened to, for example through circle time, pupil voice activities, and child-led planning opportunities.

Children are encouraged to take on leadership responsibilities appropriate to their age, such as line leaders, classroom helpers, snack helpers, eco-monitors, and role-model learners. These opportunities help children develop confidence, independence, responsibility, and communication skills while promoting active participation within the school community.

How the EYFS Curriculum Contributes to SMSC

In the EYFS, SMSC is developed through daily interactions, play-based learning, and whole-school practices such as Ramadan Charity activities, Character Education circle times, story-led P4C, and classroom discussions. Children explore themes like fairness, decision-making, friendship, and diversity in ways that are meaningful and developmentally appropriate. Reflective practices and early moral reasoning are integrated into all areas of learning and in behaviour guidance.

Communication and Language contributes to SMSC through:

- -Developing confidence and language skills, which are an important aspect of individual and social identity.
- -Developing children's awareness of feelings and moral ideas through stories, rhymes, and discussion.
- Enabling children to understand and engage with the feelings and values in high quality picture books, stories, and interactive storytelling.

Mathematics contributes to SMSC through:

- Helping children work together productively on mathematical tasks, developing early collaborative skills.
- Helping children recognise that there can be many ways to solve a problem, valuing different approaches.
- Developing an appreciation of patterns, shapes, and beauty in the natural world – fostering awe and wonder.



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Understanding the World contributes to SMSC through:

- Exploring people, cultures, communities, and places of significance near and far.
- Discussing similarities and differences between families, celebrations, and traditions in a respectful way.
- Developing awareness of the natural world, caring for living things, and environmental responsibility.
- Learning about key celebrations across faiths and cultures, fostering respect and curiosity.

Expressive Arts and Design contributes to SMSC through:

- Teaching that encourages children to be open to different creative expressions and cultural art forms.
- Encouraging discussion and reflection upon personal creative experiences and those of others.
- Art, music and movement evoking feelings of awe, wonder, joy and self-expression.
- Creating art inspired by different cultures, exploring what is meaningful and beautiful to different people.

Physical Development contributes to SMSC through:

- Activities involving co-operation, turn-taking, team games, and fair play.
- Individual activities that provide opportunities for self-regulation, awareness of one's own body and challenge.
- Building a sense of community, sharing equipment, valuing the contributions of every child.

Safeguarding and SMSC

SMSC contributes to safeguarding by helping young children understand boundaries, personal safety, and respectful relationships. Through moral and social education, children learn to recognise unkind or unsafe behaviour and know when and how to seek help from a trusted adult. This complements the school's PSHE, online safety, and safeguarding curriculum, and is introduced sensitively and appropriately within the EYFS.

Children are introduced to age-appropriate online safety through discussions, stories, and guided technology use, helping them develop safe and respectful behaviours when using digital devices.

Inclusive Practice in SMSC

SMSC provision is adapted to meet the needs of children with Additional Educational Support Needs (AESN), English as an Additional Language (EAL), and diverse cultural backgrounds. Staff differentiate discussions and activities to ensure that all children can engage meaningfully, express themselves, and develop confidence and empathy. Visual supports, dual language resources, and play-based approaches ensure all children can access and enjoy SMSC experiences.

Monitoring and Evaluation

SMSC provision is reviewed regularly through learning observations, child voice opportunities, behaviour records, and pastoral logs. Staff reflect on how SMSC is woven into teaching and school life in the EYFS, and improvements are made as needed. The SLT monitors SMSC impact through pastoral and developmental outcomes, with updates shared in school development plans.

Evidence of SMSC development includes:

Learning walks and classroom observations

Floor books and learning journals

Photographs and displays

Student voice and pupil discussions

Circle time records

Celebration events and assemblies

Behaviour and pastoral records

Parent engagement activities

Charity and sustainability initiatives

British Values curriculum evidence



References

DFE Guidance Notes

- Improving the spiritual, moral, social and cultural (SMSC) development of pupils – Nov 2013
- Promoting fundamental British values as part of SMSC in schools – Departmental advice for maintained schools Nov 2014
- Statutory Framework for the Early Years Foundation Stage (EYFS) – DfE
- www.ofsted.gov.uk/resources/good-practice
- Equality Act 2010 – Advice for schools

Relevant NIA Policies

- Health, Safety and Wellbeing Policy
- Positive Behaviour Policy (aligned with SMSC aims through restorative practice and reflection)
- ECA Policy
- EYFS Curriculum Policy
- Safeguarding
- Character Education Framework
- EYFS Assessment and Tracking Policy